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Cooperative Extension Work in Agriculture and Home Economics
Extension Service Circular 373 November 1941

4-H CLUB AND OLDER YOUTH STUDIES, 1940-41

SUMMARIES, FINDINGS, BIBLIOGRAPHY, STUDIES IN PROGRESS

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Part I - SOME FINDINGS FROM COMPLETED STUDIES

Evaluation of Educational Outcomes of 4-H Club Work

4-H members enrolled for the garden (2)* and food preservation (1) projects in Massachusetts made significantly greater gains in their subject-matter knowledge in these fields than equivalent groups of non-members. The development of tests to measure the subject-matter achievement of 4-H members was a significant contribution of these studies.

Members who completed their projects also showed significant gains in self-confidence (1), (2). However, members who failed to complete their project work showed a definite loss in self-confidence although they had made significant gains in subject-matter knowledge.

In the food preservation project the girls who canned 65 jars or more made considerably larger gains in both knowledge and self-confidence than girls who had canned 29 jars or less.

Problems in 4-H Program Development

Brobeil (3) reports five trends in rural recreation programs: (a) Emphasis on festivals rather than tournaments or contests; (b) emphasis on group recreation and home play rather than on team games; (c) recognition on the part of rural people that self-directed recreation is a part of good living; (d) emphasis on "cultural" activities; and (e) emphasis on "home-produced" recreation. Many types of recreational activity suitable for 4-H Clubs are suggested. Topics covered include: Music appreciation, music participation, games, dramatics, living pictures, choral speaking, puppetry, pageantry, crafts, reading, and enjoying the outdoors.

Everett's study (4) indicates that Iowa girls who have been 4-H members tend to come from homes having a higher socioeconomic status than the homes of girls who have not been 4-H members. The factors that were most influential in preventing the participation of the nonmembers were: Difficulty in getting to club meetings, lack of interest in the organization, and attitude of parents.

Perry (5) reports the various sources of information in the field of consumer buying. Extension programs in this field are cited, and suggestions of how to include more consumer information in the 4-H program are made.

*The numbers in parentheses refer to the citations and annotations for the studies included in the bibliography beginning on page 24.

DISTRIBUTION: A copy of this circular has been sent to each State extension director; State and assistant State leader in county agricultural, home demonstration, and 4-H Club work; extension editor; agriculrural-college library; and experiment-station library.

Present Occupations and Activities of Former 4-H Members

Of a group of 1,166 young men who were 4-H members between 1920-26 in 11 States, 55 percent were farming when studied (6). They averaged 27 years of age and 60 percent were married. Sixty-five percent of the 1,287 young women were married. Of those who had married, 39 percent had married farmers. The greatest value that these former members reported receiving from 4-H work was increased knowledge of agriculture and home economics.

Reports from 37 land-grant colleges show that slightly more than a third of the students enrolled in agricultural colleges are former 4-H Club members (7). In colleges of home economics 27 percent of the students are former 4-H members.

Local 4-H Club Leadership

The difficulties reported by local leaders in an early study conducted in 1926 (13) are very similar to those reported in a study published in 1941 (11). Difficult jobs reported by both studies include: Developing community and parental cooperation, training members in judging, and training members in demonstration work.

Comparison of leadership studies conducted in Missouri in 1928 (10) and in 1939 (11) show that local leaders have increased the amount of time they devote to 4-H work from 38 hours to 113 hours. The portion of local leaders who are teachers decreased from one-half to one-eighth.

(a) Plans work ahead, (b) knows subject matter to be taught, (c) perseverance - slow to give up, and (d) gets others to help and assume responsibility are four characteristics of successful local leaders (11). Good leaders also devote considerable time to 4-H work and attend leader-training meetings.

More than a third of 4-H leaders discontinue their leadership each year (14). A wide variety of reasons for dropping 4-H leadership is given. The principal ones are: Lack of time (because of other community responsibilities, work on the farm or at home, or for other reasons), 26 percent; moved out of community, 17 percent; club discontinued, 15 percent; lack of community cooperation, 15 percent; too much expense required, 6 percent; and poor health, 5 percent.

Summaries in part III of this circular include interesting data assembled by Dixon (8) on measuring the effectiveness of local leadership, by Downey (9) on handbooks for local leaders, and by Pflughoefl (12) on junior leadership.

Methods Used in Conducting 4-H Club Work

Using 4-H demonstrations to teach good practices to adults needs more emphasis according to 95 percent of the States that answered a questionnaire by Cameron (15). Most demonstration teams (75 percent) are trained by local leaders. County extension workers train 24 percent and specialists 1 percent of the teams.

Radio programs that are presented in a conversational style are more interesting to 4-H members than "bulletin" style programs (16). Tests of subject-matter gain as a result of listening to broadcasts showed the conversational type to be more effective in teaching. 4-H members like to hear other members on 4-H radio programs.

Some factors to be considered in determining the content of 4-H members' record books are discussed by Palmer (17). A summary of his study is included in Part III of this circular.

Problems of 4-H Administration and Organization

Summaries of the studies by Bassett (18) dealing with organization of the professional staff for the conduct of 4-H work and Thayer (19) dealing with the "death" of local 4-H Clubs are presented in Part III of this circular.

Problems of Older Youth

A comparison of a youth study made in Pennsylvania in 1930 (22), with more recent studies indicates that most of the "youth problems" are not new. Christensen concludes in a recent study (21), "The rural youth program is reaching comparatively few of the young people on the farms today. This group [18 to 30 years of age] offers a challenge to the Extension Service."

Of the 183 young men 18 to 28 years of age studies in Blackford County, Ind., (20), 9 percent were farming for themselves, 17 percent were farming with their fathers, 9 percent were working on the home farm for wages, 20 percent were working at home for board and spending money, 24 percent were working away from home, and 16 percent were going to school. Of the 119 young women, 21 percent were homemakers, 33 percent were working at home, 30 percent were employed away from home, and 12 percent were going to school.

Analysis of Data from Extension Reports

A county club agent or assistant agent in charge of club work typically devotes 90 percent of his time to 4-H work (23). He supervises the work of 41 clubs and 577 members. Eighty-two percent of these members complete their project work. In the Central States (24) enrollment in 1939 had increased 165 percent over 1924. Another significant increase in the 15-year period was from 13,000 local loaders in 1924 to 63,000 in 1939.

Part II - STUDIES IN PROGRESS

Studies evaluating the educational growth of 4-H members in the dairy cattle and clothing projects in Massachusetts, in the sheep and clothing projects in Missouri, and in the cotton and garden-canning projects in Arkansas are nearing completion. In Iowa two studies to be published soon deal with the extent to which young people appreciate farm life and with the status and activities of boys and girls of 4-H Club age. The values of club week at the college is the topic of a study under way in Kentucky. Massachusetts, Missouri, Arkansas, Iowa, and Kentucky have been assisted by Dr. Fred P. Frutchey, Division of Field Studies and Training, Extension Service, U. S. Department of Agriculture, in the conduct of these studies.

The programs of local 4-H Clubs is the topic of a cooperative study carried on in Iowa, Nebraska, North Dakota, and South Dakota. Reports summarizing the data obtained from 149 4-H Clubs and 885 4-H members will be published soon.

New Mexico and Oklahoma are studying volunteer local 4-H leadership with the assistance of Dr. E. H. Shinn.

Studies carried on in Ohio by Harshfield and Kinsey are designed to answer the questions, "What are the problems of young people 10 to 25 years of age?" and "What should be the content of the 4-H health program?" Harshfield is also working on county 4-H programs of work.

"How long do the leaders of girls' 4-H Clubs continue in this work?" is a question that the Illinois 4-H staff is investigating.

Studies to determine the reliability and objectivity of various aspects of dairy judging contests are under way in Pennsylvania, Maryland, New Jersey and Illinois. One purpose of these studies is to determine what kind of a class is "placeable" for 4-H members. Illinois is also studying the awards made to 4-H members at county shows.

The use of home visits in 4-H Club work is the topic of the thesis prepared by Jean Shippey, 1940-41 National 4-H Fellow. Ted Kirsch, the other Fellow in 1940-41, worked on "Youth and Land Use Planning."

Older youth studies similar to that carried on in Blackford County, Ind. (20) are being conducted in Illinois, Michigan, Massachusetts, and North Dakota. The State extension services and experiment stations are cooperating with the Bureau of Agricultural Economics in this work.

Organization for Conduct of 4-H Work

By Wilmer Bassett (18)

Considerable difference exists among the 48 States in the State and county organization of employed personnel to carry on 4-H Club work. Some States had types of organization that were not similar to those of any other State. However, it was possible to group most of the States into four general types. Seldom were the States in a group exactly alike, but the general outlines were similar.

Types 1 and 2 have coordinate leaders of agricultural agents, home demonstration agents, and 4-H Club work. In Type 1, 4-H work on the county level is done by the agricultural and home demonstration agents. However, there is a staff of several district club agents or assistant State leaders who carry on specialist and supervisory functions and do some work directly with 4-H Clubs in the counties (figure 1).

Type 2 is similar to Type 1 at the State level, but at the county level 4-H Club agents are employed. The club agents give almost all their time to 4-H work, and the agricultural and home demonstration agents give almost all their time to adult work (figure 2).

Type 3 divides extension personnel into two groups: Agriculture and home economics. The coordinate State boys' club leader and State girls' club leader are responsible respectively to an assistant director for agriculture and an assistant director for home economics or to the State leader of home demonstration work (figure 3).

Type 4 is similar to Type 3, except that responsibility for 4-H Club work is centered in the State club leader who is responsible to the extension director. The staff of the State leader (a man) usually includes a woman assistant State club leader (figure 4).

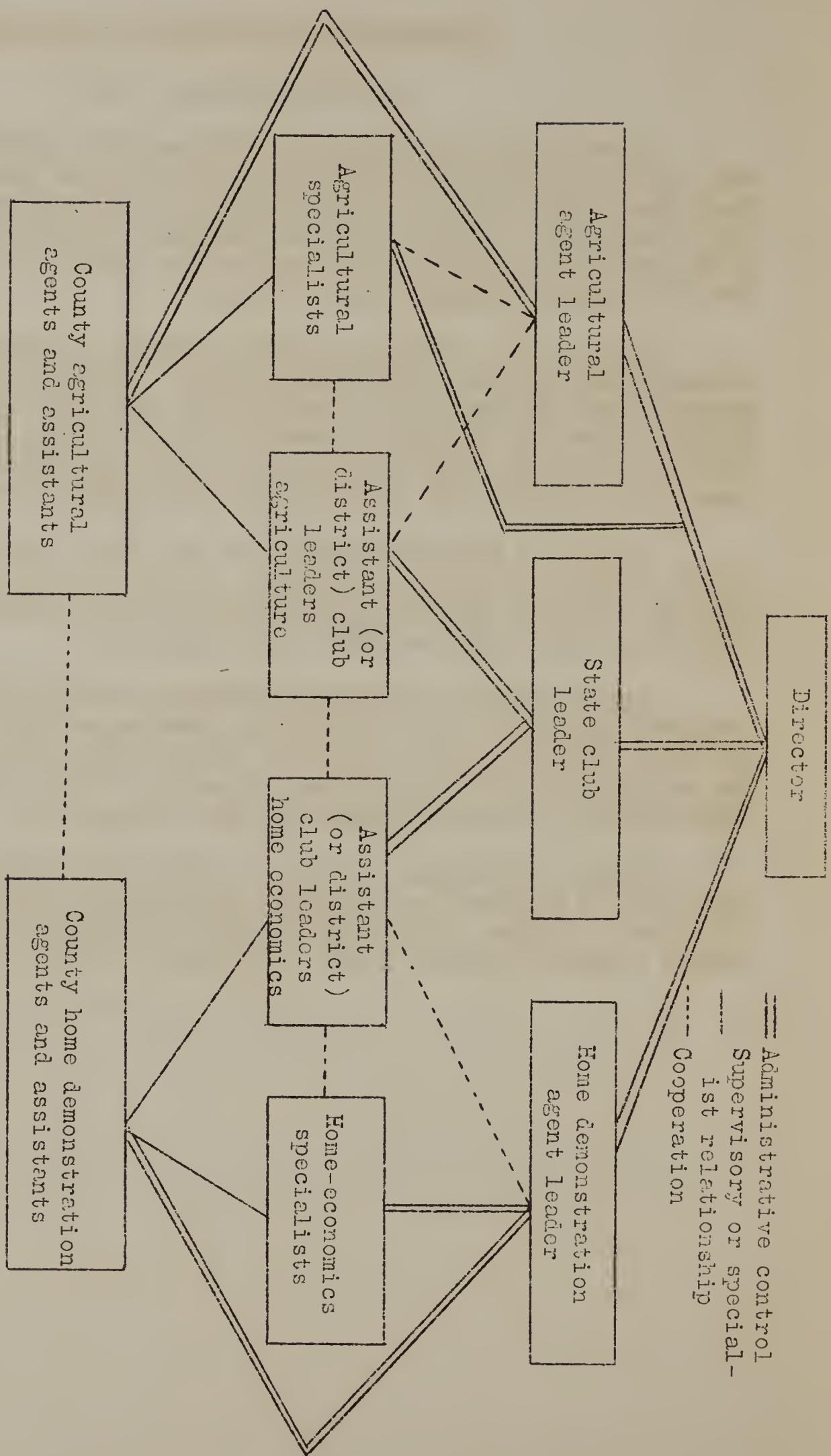


Figure 1. - Organization for conduct of 4-H work - Type 1

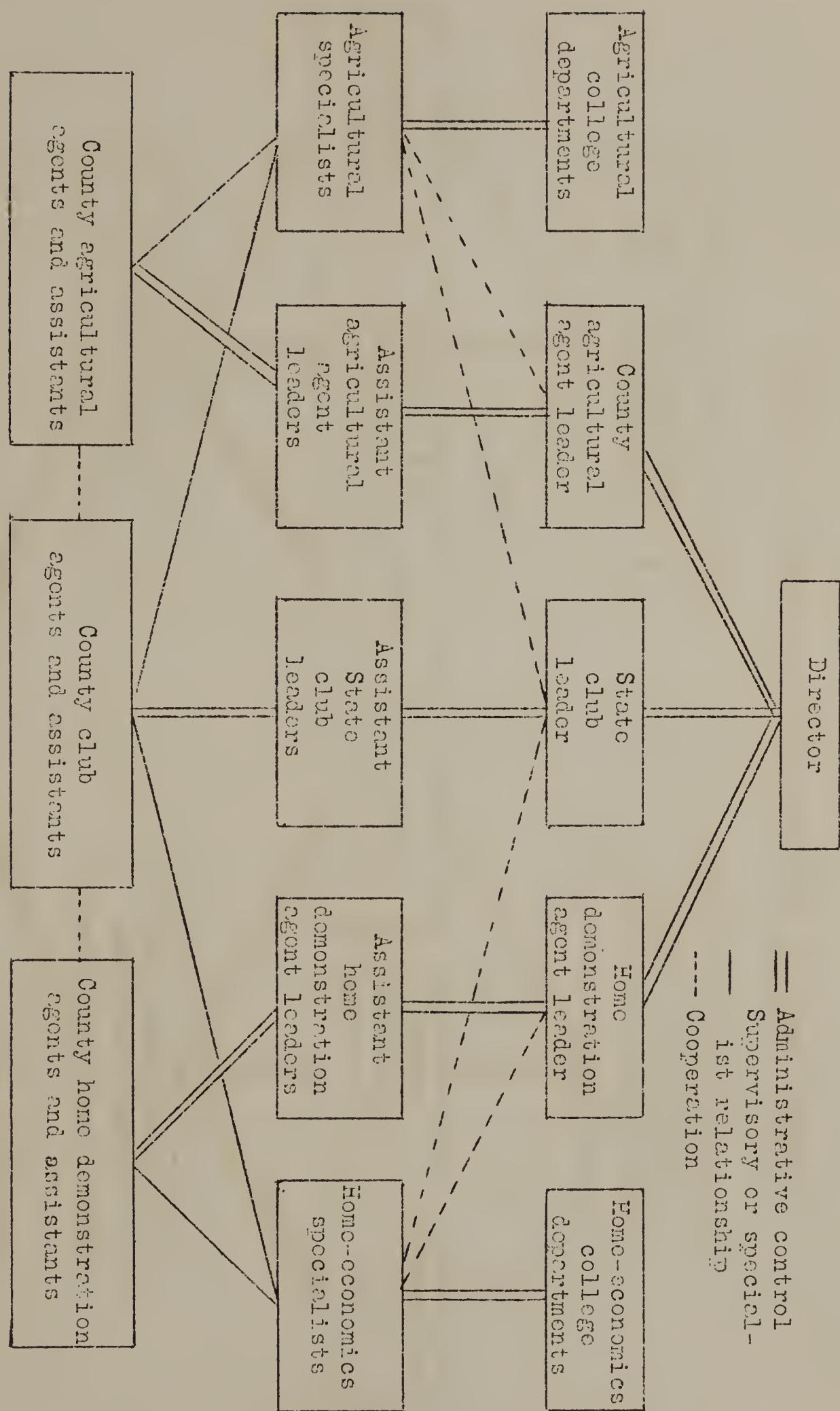


Figure 2. - Organization for conduct of 4-H work - Type 2

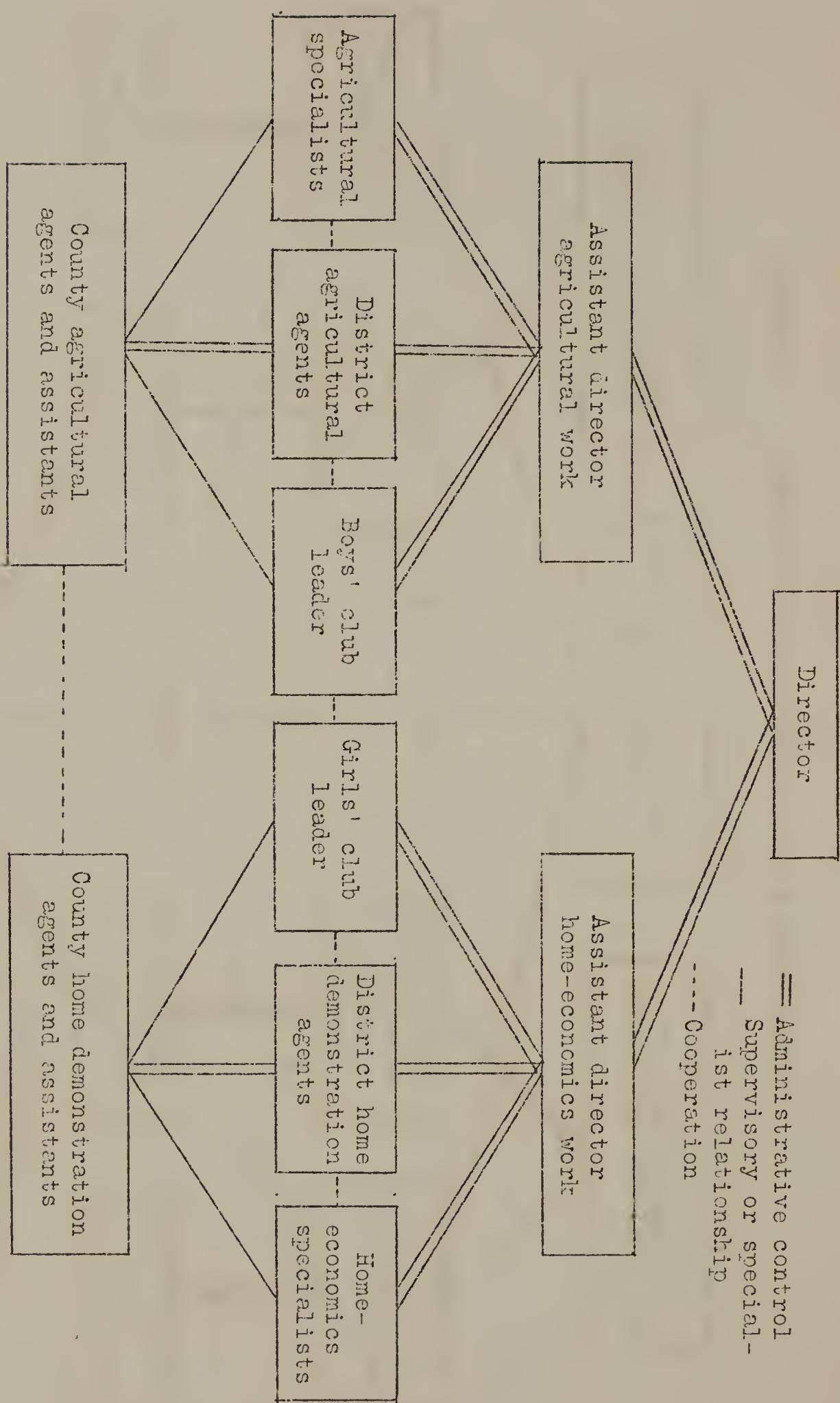


Figure 3. - Organization for conduct of 4-H work - Type 3

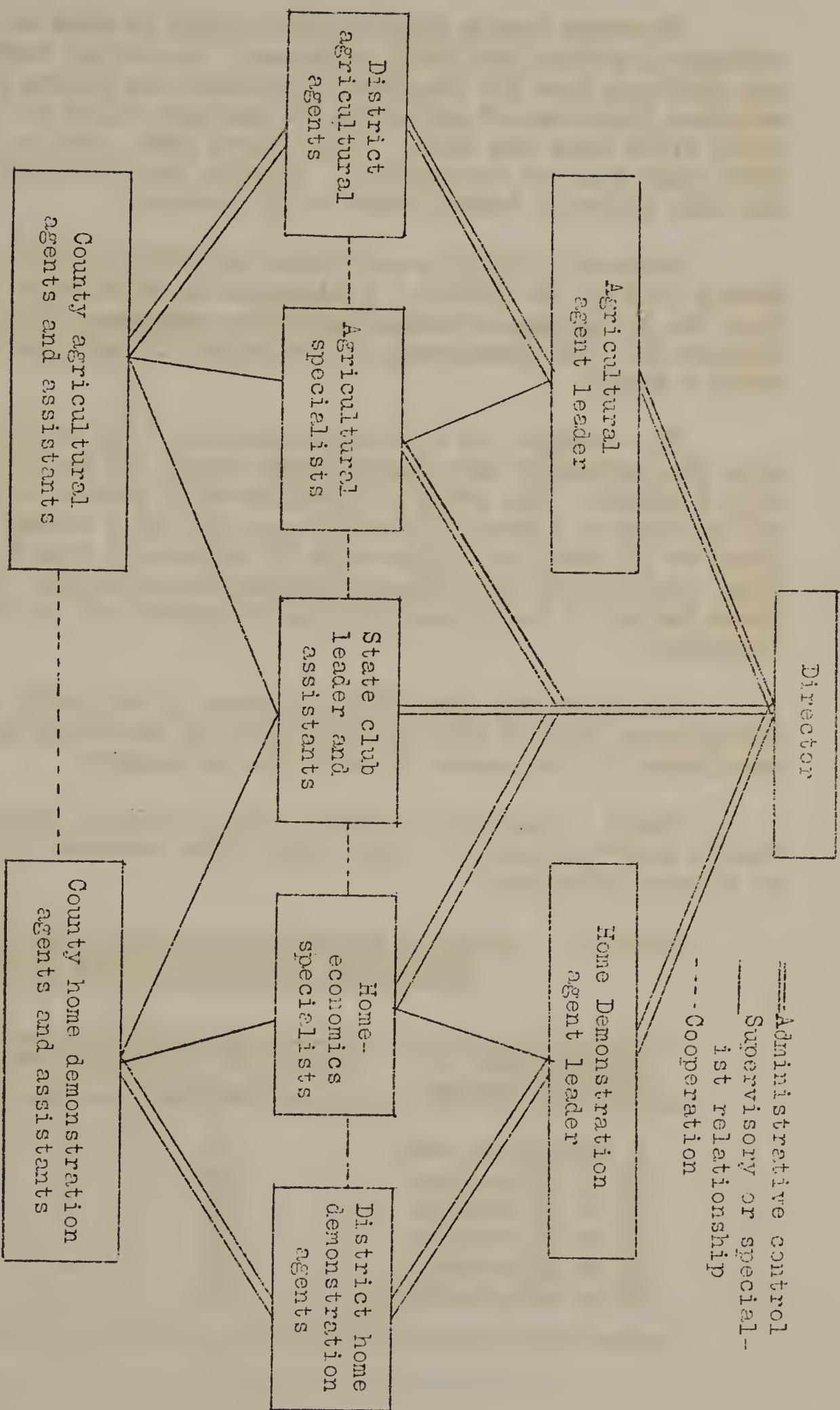


Figure 4. - Organization for conduct of 4-H work - Type 4

Some Factors Affecting the Vitality of Local 4-H Clubs

By Paul W. Thayer (19)

In order that a determination could be made of the number and percentage of clubs that "die" each year, the actual number of clubs in 1937 was obtained from 277 counties throughout the United States. In these counties there were 7,063 clubs in 1937 and 7,283 in 1938. Of the 1938 clubs 1,704 were new clubs. This means that 1,484 or 20 percent of the 1937 clubs had not reorganized. Similar data from 329 counties for 1938 and 1939 showed a "death rate" of 17 percent.

Data on 7,258 Ohio 4-H Clubs for 1934 to 1939 shows an average annual loss of 20 percent. Histograms based on Ohio and New York clubs show the percentage of clubs surviving each year after their organization (figure 5). The percentage of the clubs "dying" was highest during their first 3 years.

The vitality of a club may depend on its original size. To determine the influence this factor might exert, 67 New York clubs were divided into 3 groups. The group of 20 clubs that started with less than 8 members had an average annual loss of 23 percent for a 9-year period. For the group of 31 clubs with from 8 to 12 members at time of original organization, the average percentage of annual loss was 21. The third group of 16 clubs having 16 to 27 members when organized had an annual "death rate" of 11 percent.

In order that the effect of size of the clubs could be studied, the average size of clubs in 320 counties was found by dividing the county enrollment by the number of clubs in the county.

Table I shows that as the average size of clubs increases the "death rate" decreases. Large clubs have greater vitality and are likely to be more permanent.

Table I. - Relation of average size of clubs in a county to percentage of loss of clubs in 1937 and 1938

Average size of clubs in county	: Number of counties in group	: Percentage of clubs lost annually
:	:	:
9 members or less :	57	27.4
10 to 13 members :	58	21.8
14 to 17 members :	65	15.0
18 to 21 members :	37	11.9
22 to 29 members :	53	13.5
30 or more members:	50	7.0
:	:	:

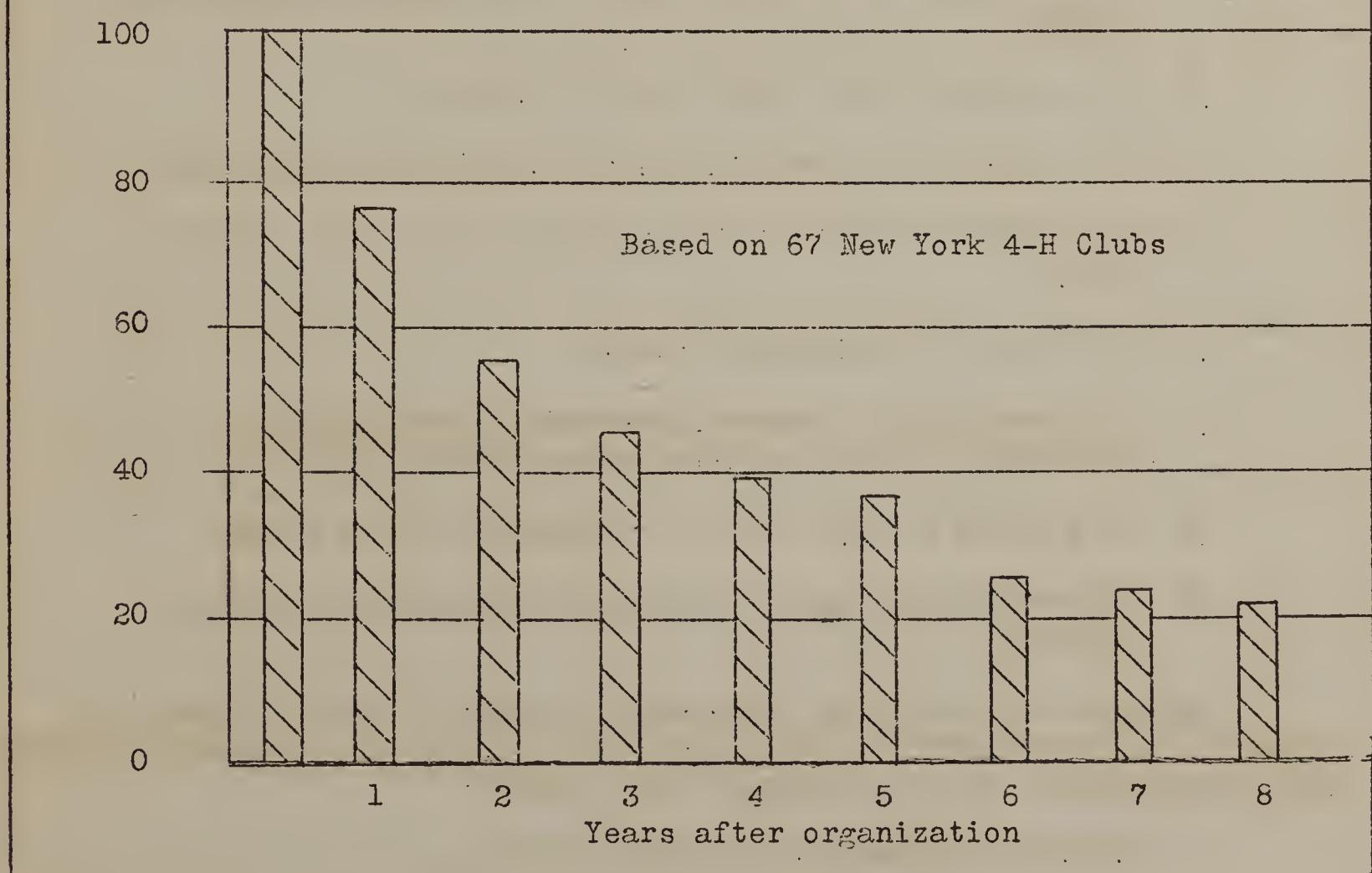
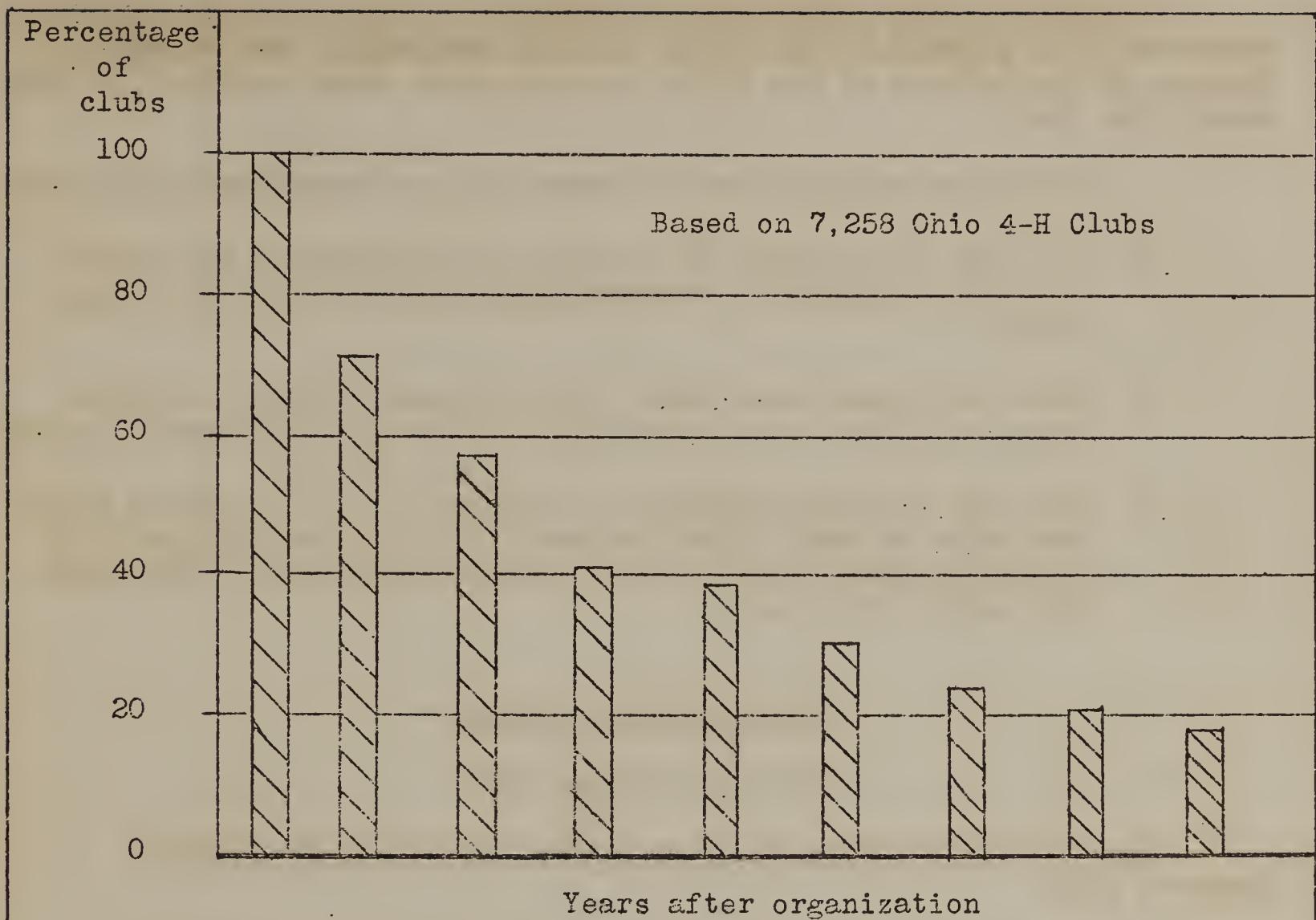


Figure 5. - Percentage of 4-H Clubs surviving each year after their organization

A review of the studies made previously to this one shows that approximately 10 percent of the total 4-H Club membership cannot reenroll because of the failure of the clubs to reorganize. Data gathered in this study show that:

1. About one-sixth of the 4-H Clubs fail to reorganize each year.
2. The size of the club at the time it is organized is related to future vitality. The mortality rate is lowest for large clubs.
3. That 4-H Clubs have cycles. High completion and a uniform annual intake of new membership tend to increase their vitality.
4. The fact that approximately 55 percent of the 4-H Clubs organized died in their first, second, or third year suggests the need for further study of the factors influencing club vitality during this period.

The 4-H Member's Book

By W. H. Palmer (17)

The following points may be considered reasons for having a member's book:

1. To set forth the objectives of the project and principles taught.
2. To provide a study plan for the projects.
3. To motivate the member in the acquisition of knowledge.
4. To provide a record of the project, as to work done and costs.
5. To teach the keeping of records.
6. To provide for a record of member's participation in activities relating to the group and his project.
7. To provide a basis for the evaluation of the member.
8. To provide some points of appreciation for parents and members.

With the above reasons for having a member's book and also the personal characteristics of the individual in mind, the following criteria were established. The 4-H member's book should -

1. Be neat, attractive, and well-edited.
2. Be prepared for each project on the level of the age and experience of the 4-H member who is to use it.

3. Set forth the aims, objectives, and requirements of the project.
4. Contain questions and problems, especially relating to the general principles involved in the project.
5. Provide for the keeping of a record of the project, the work done, and receipts and expenditures.
6. Provide for the recording of activities participated in by the member and the group.
7. Contain instruction for keeping of all records.
8. Provide for an analysis of the member's beginning situation and for a statement of what the member plans to do.
9. Provide for opportunity for personal evaluation.
10. Provide for diagnosis of the member for future action.
11. Provide for report on health activities of member and group.
12. Stimulate the interest in aesthetic values.
13. Provide opportunity for members to check interests as basis for new ideas.
14. Provide a challenge to good work and good membership.
15. Carry the 4-H motto, pledge, and what is expected of 4-H members.

An analysis was made of the record or member's books used in 17 States representative of the different sections. From some States only a few books were received while from others copies for most of their projects were received. It was found that in States from which we had a large number of books, a general pattern was being followed in all their books. It is safe to assume that this is true of all States; so even though only two or three were received from some States, they gave a fair sample of the system used by the State in setting up their record book.

When the books from the 17 States were checked with the 15 points presented above, it was found that every State is paying attention to the attractiveness of the book. Most books are printed. If the mimeograph is used apparently great care is taken to have the books as attractive as possible.

Practically every State is paying some attention to the question of member's age and experience in the preparation of the book.

In only nine States were the objectives and requirements of the project given in their member's book.

In only one State were questions of a subject-matter nature asked.

Every State requires a record of the project with especial emphasis upon the financial aspect. Some of these records are quite complete, but in a few instances only two or three pages are given over to such records.

Seven States provide space for the reporting of member and group activities, such as participation in committees, office held, demonstrations given, club meetings held, attendance at meetings, and community activities of club.

Two States provide for the member's recording of his prior experience, reason for taking the project, and how it fits into his family and community life.

None of the States provide for an analysis of the beginning situation of the member and what the member expects to do in the project.

Record books in only one State include the opportunity for the member to evaluate his own work and this only as it relates to the project.

Three States provide in their member's book for a record of health work. Several States have special health projects with record books for the project.

None of the States provide opportunity in their record book for the member to diagnose his work and plan for future action. None provide space for the members to list their interests as a basis for new ideas and plans for future action in the club program.

Only two States make a definite offer to give a challenge through the member's book for good work and good club membership.

Ten of the 17 States give definite instruction in keeping the records; and one prints the 4-H Club pledge, motto, and what is expected of a club member.

A Study of Junior Leadership in 4-H Club Work

By Henry A. Pflughoefl (12)

Assisting with the 4-H Club program in the United States in 1939 were 43,258 junior leaders. Of this number 15,598, or 36 percent, were enrolled in junior leadership projects in 9 States. In 39 States the remaining 64 percent were reported as leaders assisting with club work but were not enrolled in a leadership project. A higher percentage of the 4-H members were reported as local leaders in the States where it is a project. In the 9 States 5.9 percent of the boys and girls enrolled in 4-H work were reported as leaders, and 2.4 percent of the 4-H members in the other 39 States were also local leaders.

In this study, data obtained in the survey of leaders made in Minnesota, Wisconsin, Kansas, and Missouri, during 1938-39, are used.

A total of 366 junior leaders were interviewed, of which 225 were girls and 141 were boys.

The majority of these young people (67 percent) were still in school; 28 percent were at home helping with farm and home work; and the remainder were homemakers, farmers, and teachers. They averaged 5.8 years in club work, which is two times as long as 4-H Club members usually remain in the work.

The kinds of jobs that three-fourths of the junior leaders assisted with were: Helping to plan regular meetings of the club; encouraging members to reenroll and inviting new members to join; planning and assisting with tours, exhibits, achievement days, parties, picnics, and socials; attending and assisting with club meetings; helping with recreation and music; and assisting members with project records.

The average time devoted to leadership was 16.5 days. The quality of work done improved as the number of hours increased, and greatest success was achieved when 150 to 189 hours were devoted to the work. More hours did not bring about further improvement.

Junior leaders need and want information and assistance. They reported the agents' visits to their homes most helpful, with calls at the agents' offices second, and visits at club meetings third. Eighty percent attended leader-training meetings. The quality of leadership was materially improved when four or more leader-training meetings were attended.

4-H Club work is carried on most successfully where the enthusiasm and vigor of the junior leaders are combined with the experience, stability, and vision of the adults. Enrollments, completions, and reenrollments were higher as the numbers of junior leaders were increased. A combination that was quite effective as measured by these factors was two adult leaders with the assistance of two or three juniors.

Satisfactions mentioned most frequently by junior leaders were: Opportunity to meet people, opportunity for personal growth, and opportunity to attend events. Service to boys and girls and service to the community received a lower rating.

Involved in 4-H junior leadership are rural boys and girls between the ages of 15 and 21. Some of their characteristics and needs are:

1. They have a desire to experiment, to question the values of certain traditions and customs, to be free from parental control or other restricting influences.
2. Their mental growth continues well into the late teens. Although they have intellectual power for theoretical planning, their reasoning and judgment may be immature due to lack of experience. Because of the more effective thinking and mature judgment of adults, youth need their counsel and guidance.

3. They appreciate the intelligent understanding and sympathy of parents, leaders, and teachers, but want a status of their own.
4. They may at times seem indifferent to their elders, parents, and leaders, but inwardly they may be ready to receive wise and skillful guidance.
5. They need ideals and attitudes that will insure a correct use of the intelligence, skill, and knowledge they possess.
6. They need the opportunity to take part in the economic, vocational, social, and recreational life of the community.
7. They are interested in the vocational side of life. Problems of chief concern to them hinge around: Earning additional money, getting started in a chosen vocation, getting more education, and developing a more attractive personality.
8. Rural young people want to get together in group organizations. The boys and girls of this age want each other's companionship. Boys want to be popular with girls. Girls are interested in etiquette, personal attractiveness, and how to get along with people.
9. They are interested in health, athletics, and recreational activities. Health is an important consideration for the adolescent. Boys are interested in well-developed bodies for strength, endurance, and general fitness. Girls want healthy bodies in order to have more charm and attractiveness. Young people can also see the relationship between health and economic success.

The Author's Conclusions

Leaders in charge of 4-H Club work in all the 48 States agree that it is very desirable to develop leadership ability in older club members and to encourage them to assume responsibility for their own program. The objectives of the leadership work in all States are to help in the development of the personal growth of boys and girls and to have them contribute to the 4-H Club program. Young people, working in close cooperation with adult local leaders, can help in the formulation of a well-planned 4-H Club program based on the interests and needs of its members.

Junior leaders should be given definite responsibilities. Adult and junior leaders need to meet together at the beginning of the club year to determine for what each is to be responsible. This will help to prevent misunderstanding, duplication of effort, and inactivity on the part of the leaders.

Junior leaders in general should be assistants to adult leaders.

County and State extension agents are providing junior leaders

with valuable assistance through visits, letters, printed or mimeographed material, and leader-training meetings. These should be continued as a large proportion of the juniors reported them very helpful.

At least four leader-training meetings should be held annually in each county. Opportunities at these meetings should be provided for special instruction in subject matter and for discussion on 4-H methods and club organization.

Special training dealing with completion of project records could be given. Junior leaders do not have relatively more trouble in assisting members with records than do adults, and it is a job that may well be entrusted to them.

The satisfactions mentioned most frequently by the juniors were of a personal nature. Less mention was made of service to others and to the community. Juniors should be given tactful guidance to direct their thinking toward service.

Methods of Evaluating Effective 4-H Local Leadership

By Paul J. Dixon (8)

Several possible methods of evaluating the effectiveness of 4-H local leaders were studied. Three of these seemed to be practical and to have a definite relationship to the degree to which a 4-H Club leader was successful in guiding 4-H Club members toward the objectives of 4-H work.

Percentage of the members of their clubs who completed their project has been widely used. 4-H members completing are those boys and girls who satisfactorily finish the work outlined for the year. Seeing the job through, once started, has long been recognized as a mark of a strong character. Promotion in school is based on completion of one unit of work before going on to the next, in order that a well-rounded education may be given the pupil. The 4-H leader must be governed by these same precepts if the fullest possibilities of 4-H Club work are to be realized. It is a definite measure of effective leadership to maintain standards and obtain a high percentage of completion, especially since the club work is on a voluntary rather than a compulsory basis.

Percentage of the club members who join again the following year is a measure used in several studies. It is commonly referred to as percentage of reenrollment. It has been found that there are wide variations among States, among counties within States, and among 4-H Clubs in a county. The members' interest in the 4-H program is reflected in the number who reenroll.

A high percentage of reenrollment would indicate that the leader has been effective in satisfying the individual member's interests and needs. It becomes a good measure of a leader's effectiveness since continued membership in a club gives more opportunity for educational development of the club member by a program of project work and activity.

Leaders having a continuing membership can put an emphasis and continuity into their teachings that are not possible with a rapid turn-over in the membership from year to year.

Less objective than percentage of completions and reenrollment is a rating scale for leaders. The objectives for 4-H Club work prepared by a committee of the land-grant colleges and the Department of Agriculture give a definite pattern by which educational growth of 4-H Club members could be measured. With these as a standard, the work and accomplishments of a leader could be measured.

County extension agents participate in the selection, training, and supervision of the local leaders. Since they are well-trained, capable persons and are familiar with the work of each leader, a rating scale provides an agent with an instrument for measuring the leaders' effectiveness.

Upon analysis of the objectives for 4-H Club work as determined by the committee of the land-grant colleges and the Department of Agriculture, it was found that they fall into two groups - teaching agriculture and home-economics subject matter and building character and cultural standards. These can best be accomplished in an organized club; hence, the third part of the leader's work is to organize and maintain a club organization.

These three parts of a leader's job were the basis of a rating scale prepared by Barnard Joy (figure 6).

To test this rating scale agents were asked to repeat their ratings of their local leaders 3 or more weeks later to see if they were consistent in their evaluations of a leader's work. The coefficient of correlation of 0.87 on a sample of 225 leaders involving ratings by five agents indicates that agents are consistent in the ratings they give.

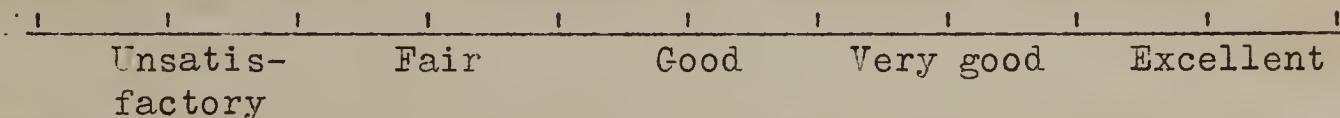
As the personal bias of an agent would be expected to affect the way in which he rated a leader, this was tested by having two agents who were familiar with the work of a group of leaders rate them. It was possible to obtain two ratings by different agents for 143 leaders in 8 counties. The ratings were made by 16 different agents. The coefficient of correlation of 0.58 between the ratings of two agents for the same leaders is as satisfactory as could be expected for a rating scale.

The rating scale evaluates somewhat different aspects of 4-H leadership than do percentage of completions and percentage of reenrollment. The coefficients of correlation for a sample of more than 500 leaders between the rating given to a leader by the agent and the percentage of completions in the club led by the leader was only 0.17. The coefficient of correlation for a sample of more than 300 leaders between the rating scale and percentage of reenrollment was only 0.11.

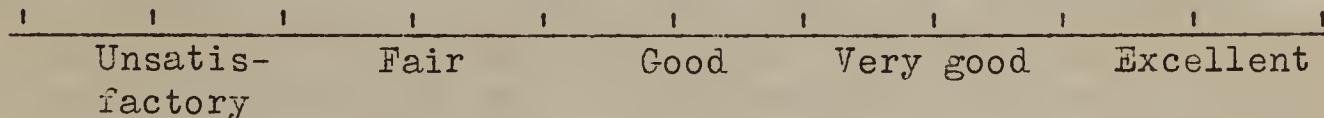
Please rate the local leader on the following scales considering his 4-H Club leadership activities during the past year. (If a leader is assisted by assistant, junior, or project leaders, consider not only what work he does himself, but also his success in getting others to carry out various duties.)

Put a check (✓) at an appropriate place on each scale.

- a. How effective was this leader's work in teaching agricultural or home-economics subject matter by various methods such as lectures and demonstrations at club meetings, working with individual members, developing demonstration and judging teams, conducting exhibits and tours, etc.?



- b. How effective was this leader's work in building character and cultural standards such as developing in the members desirable ideals for farming, homemaking, community life, and citizenship; developing in members appreciation of scientific information, of nature, and of the importance of continuing to learn; guiding and giving members practice in cooperative action, community service, healthful living, and intelligent use of leisure time?



- c. How effective was this leader's work in performing his 4-H Club organization functions such as securing enrollments, organizing the club, supervising the planning of the program; assisting with club records, publicity, exhibits; supervising or conducting business meetings, recreation, music, parties, picnics, etc.; arranging for members to attend county and State events such as tours, camps, fairs, etc.?

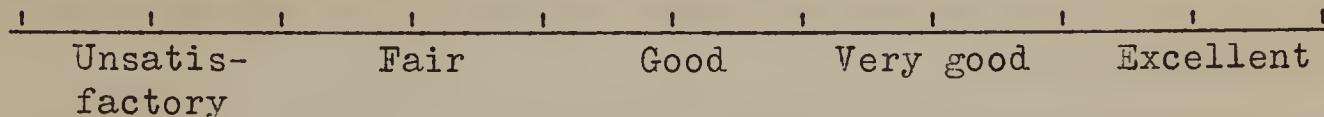


Figure 6. - Rating scale of the effectiveness of work of 4-H local leaders

The results of this study indicate that to measure the effectiveness of the work of local leaders of 4-H Clubs all three of the practical measures - percentage of completions, percentage of reenrollment, and a rating by the extension agent - should be used until more satisfactory methods can be developed.

Essentials of a Handbook for Local 4-H Club Leaders

By Mylo S. Downey

The data for the study were obtained from three sources. First, from information obtained through a questionnaire sent to all local leaders in Maryland; second, from the handbooks provided for use of local leaders in 27 States; and third, from studies of local leadership in different parts of the country.

All the 535 Maryland local leaders were asked to cooperate in this study and were mailed questionnaires. One hundred and four usable questionnaires were returned. The handbooks of 27 States were examined for the purpose of determining the nature and quantity of helps contained therein.

The findings of the study (in the original thesis) are presented in six chapters. Chapter I gives the local leaders' situation as to their occupation, education, and types of clubs they lead. It gives the helps they now have available and the printed assistance they desire. Chapter II enumerates the findings resulting from the analysis of the handbooks used by leaders in other States. It gives the list of States whose books were studied, the general procedure of the analysis, what materials were found, and the amount of space devoted to them.

Chapters III, IV, and V are predicated on the findings of the first and second chapters. Chapter III deals with the advisability of including certain materials related to the organization of the 4-H Clubs and building the club program. Chapter IV presents items which are definitely a part of the supervision of clubs. Chapter V discusses the importance of including information on the records, reports, and results of club activity.

(State 4-H leaders who are developing or revising handbooks may obtain many helpful suggestions by reading the entire thesis.)

Topics included in 4-H handbooks that typically received 7 or more percent of the space and number of handbooks including this type of information are:

Project lists and requirements.....	24
Constitutions, parliamentary procedure, etc.....	21
County, regional, State, and national events.....	15
Ceremonies.....	10
Topics for discussion, demonstrations, etc.....	9
Songs and poems.....	5

Topics included in 4-H handbooks that typically received 4 to 6 percent of the space and number of handbooks including this type of information are:

General information on 4-H Club work.....	21
How to enroll members and organize a 4-H Club.....	20
Demonstration technique and score card.....	20

Contests and other methods of motivation.....	16
Responsibilities of others than local leaders.....	16
The club program.....	16
Training judging teams.....	14
Club activities such as safety, conservation, health.....	12
The club meeting and program.....	12
Score card or other techniques for judging a club.	9
History of 4-H Club work.....	8
Bibliography of references.....	5

Topics included in 4-H handbooks that typically received less than 4 percent of the space and number of handbooks including this type of information are:

4-H Club symbols.....	24
The duties of the local leader.....	21
Requirements for a standard club.....	20
The achievement day.....	20
Aims, purposes, and objectives of 4-H Club work...	13
Qualifications of 4-H Club leaders and methods of selecting them.....	13
Recreational activities.....	13
Sources of assistance for local leaders - train- ing methods, etc.....	11
The record of the 4-H Club and its accomplishments	10
The individual club member's project record.....	10
State policies affecting the 4-H program.....	9
Cooperating agencies in 4-H Club work.....	6
Present scope of 4-H Club work.....	5
Educational devices, i.e., tours, visits, etc.....	5

On the basis of this study it is concluded that the following are the essentials of a handbook for local 4-H Club leaders.

1. A handbook should be prepared that will challenge the thinking of the college graduate, yet be easily understood by the leader with just an elementary-school education.
2. Local leaders are busy people with varying backgrounds. Material prepared for them should be definite and to the point - complete yet concise as possible.
3. In the writing of a handbook, full consideration should be given to other materials available for leaders and the extent to which these materials are used.
4. Material in the leader's handbook should be applicable to the use of all leaders regardless of projects being conducted by the club members.
5. Local leaders' handbooks should:
 - (a) Explain what 4-H Club work is.

- (b) Devote very little space to the history or present scope of 4-H Club work.
- (c) List the symbols of 4-H Club work and explain their significance.
- (d) Include the aims, purposes, and objectives of club work as agreed upon by the committee of the land-grant colleges and the Department of Agriculture, with an interpretation of these objectives in terms of rural youth.
- (e) Explain the importance of the local leader in the club program, and emphasize the satisfactions and sacrifices a person may expect when accepting the leadership of a 4-H Club.
- (f) List the qualifications of a 4-H Club leader and suggest how a club leader may be selected.
- (g) Give responsibilities and the duties of those connected with the club program, including the local leader, club member, parent, county agent, specialists, supervisors, and the community.
- (h) Explain the sources on which the local leader may draw for assistance, including:
 - (1) A brief discussion of available literature.
 - (2) The local leader-training program of the State.
 - (3) Visits from agents and specialists.
 - (4) Any other helps.
- (i) Include State policies affecting the organization or operation of club work in the State.
- (j) Give procedures to follow in the organization of a 4-H Club. List what is to be done and who should do it.
- (k) List the requirements for and methods of recognizing a standard club.
- (l) Outline how 4-H Clubs can develop yearly programs and plans of work. A sample program should be included.
- (m) List and discuss the projects recommended for 4-H Club members.
- (n) Definitely suggest how to organize and supervise a club meeting and give fundamental parliamentary practices. A sample club meeting program should be included.
- (o) Explain the essential demonstration and discussion techniques, together with a suggested list of subjects for demonstrations or discussions at club meetings.

- (p) Recommend procedures for training demonstration teams and include a score card for evaluating the work of demonstration teams.
- (q) Emphasize the importance of judging as a phase of club work and recommend the training of judging teams.
- (r) List the activities recommended for consideration in the club program.
- (s) Contain suggestive plans for such educational devices as tours, trips, etc.
- (t) List all those county, regional, State, and national events that are regular in occurrence, together with qualifications for participation.
- (u) Present plans carried on within the State for motivating 4-H Club accomplishment.
- (v) Include a score card and suggestive techniques for evaluating the work of a club group or a club member.
- (w) Suggest ways and means to gain and maintain parental interest and cooperation.
- (x) Discuss types of recreation suitable to 4-H Club groups and recommend sources of such recreational programs.
- (y) Include a few sample ceremonies that emphasize varying phases of the 4-H Club program.
- (z) Briefly explain the Extension Service's program for older youth.
- (aa) Contain a bibliography of publications which apply to the work of the 4-H Club.
- (bb) Discuss the records to be kept by the individual club member.
- (cc) Explain how the local leader can assist with the club and club member's records.
- (dd) Enumerate the values of the achievement day and recommend procedures in setting up the program. A sample achievement day program should be included.

Part IV - BIBLIOGRAPHY OF 4-H CLUB STUDIES

Evaluation of Educational Outcomes of 4-H Club Work

- (1) Frutchey, Fred P., and Bishop, Tena. A study of the educational growth of 4-H food preservation club members, Massachusetts, 1939. Second in the series of evaluation studies in 4-H Club work. U. S. Dept. Agr. Ext. Serv. Cir. 356, 32 pp., illus. Washington, D. C. [Processed]

Five 4-H educational objectives were studied to determine the degree to which they are being reached by the girls who are members of the 4-H food preservation projects. The objectives are: (1) Knowledge of food preservation subject matter, (2) self-confidence in ability to can fruits and vegetables, (3) desirable attitude toward the effect of eating fruits and vegetables on health, (4) desirable health practices as to amount and variety of fruits and vegetables eaten, and (5) desire to continue their formal education longer. The questions were given in school, club meetings, or home visits at the beginning of the project and again at the end 5 months later to 183 members who completed, 30 did not complete, and 216 nonmembers of the project in 3 Massachusetts counties. Information is also included on the amount of canning done by the club girls, and the values and dissatisfactions found in the work.

- (2) Frutchey, Fred P., Nodine, Earle H., and Erickson, George E. Evaluation in the 4-H vegetable garden project, Massachusetts, 1939. First in the series of evaluation studies in 4-H Club work. U. S. Dept. Agr. Ext. Serv. Cir. 353, 35 pp., illus. Washington, D. C. 1941. [Processed]

The following 4-H educational objectives in the vegetable garden project were studied to determine the degree to which they are being reached by 4-H members: (1) Knowledge about vegetable gardening, (2) self-confidence in planting and caring for a garden, (3) desirable attitude toward the effect of eating fruits and vegetables on health, (4) desirable health practices relating to fruits and vegetables eaten, (5) desire to continue formal education longer, and (6) more definite vocational goals. The questions were given in school, club meetings, or home visits at the beginning of the project and again at the end 5 months later to 181 members who completed, 35 who did not complete, 21 former members, and 409 nonmembers of the project in Middlesex County, Mass.

Problems in 4-H Program Development

- (3) Brobeil, Blanche. A planned recreation program for 4-H Clubs. U. S. Dept. Agr. Ext. Serv. Cir. 338, 36 pp., bibliog. Washington, D. C. 1940. [Processed]

This circular contains suggestions for developing a worthwhile recreational program. The first part is devoted to a

discussion of theory and method; and the second part applies the method to music, games, dramatics, crafts, reading, and enjoying the outdoors.

- (4) Everett, Edith Margaret. Factors which influence farm girls for or against participation in 4-H Club work and enrollment in high school home economics classes in Greene County, Iowa. Thesis for the degree of Master of Science, Iowa State College, 105 pp., bibliog. Ames. 1940. [Typewritten]

Reasons for and for not enrolling in 4-H Club work and taking home economics in high school are given. Data relating to the girls include school home economics enrollment record, 4-H Club participation and achievement record, participation in other organizations, school status, and age. Data relating to the families include mobility, farm tenure, and home conveniences. Most of the information was obtained by personal and group interview from 127 girls who were or had been 4-H members and from 255 girls who were or had been enrolled in high school home economics courses. One hundred and twelve had both 4-H and high school home economics experience.

- (5) Perry, Winifred S. Consumer-buying information available from the Federal Government and its application to 4-H Club work. Thesis submitted to U. S. Dept. Agr. Graduate School, 125 pp. Washington, D. C. 1940. [Typewritten]

Information is presented on the types and sources of consumer-buying information available, the specific work of individual governmental and nongovernmental agencies serving the consumer, the type of subject-matter consumer education which has been taught in the extension program and the teaching methods used, and extent of purchasing by girls of 4-H age. Suggestions are made for introducing consumer education into the 4-H program. A list of available publications, charts, and posters is included.

Present Occupations and Activities of Former 4-H Members

- (6) Shinn, Erwin H. A study of a group of 2,453 former 4-H Club members in 11 States. U. S. Dept. Agr. Ext. Serv. Cir. 342, 23 pp., illus. Washington, D. C. 1940. [Processed]

This information was obtained by personal interview from individuals who had been in club work at some time from 1920 to 1926. Included are: Tenure of farm reared on, if farm reared; years in club work; 4-H projects carried; offices held and honors attained in 4-H work; education; courses taken in school and college; occupations followed since school or college; present occupation; tenure of farm, if farming at present; organizational affiliations, offices held, and leadership being taken; present connection with extension work; evaluation of benefits received from membership in 4-H work; marital status, and the enumerator's rating of the standing of individuals in present occupations.

- (7) Turner, R. A. A study of former 4-H Club members in the United States attending agricultural colleges, 1940 - 1941. U. S. Dept. Agr. Ext. Serv. Stencil No. 195-41, 8 pp. Washington, D. C. 1941. [Processed]

This study gives the proportion of students enrolled in agricultural and home-economics courses at the State colleges of agriculture in 37 States who were formerly 4-H Club members. The information was reported by the State club leaders and is given separately by States and by the year in college.

Local 4-H Club Leadership

- (8) Dixon, Paul J. Evaluation of criteria for effective 4-H local leadership. Thesis for the degree of Master of Arts, Univ. of Md., 56 pp., bibliog. College Park. 1939 [Typewritten] (A summary of this study is included in Part III of this circular. Summaries of completed studies not duplicated for distribution.)

The rating scale used in several published studies of 4-H leadership to measure effectiveness was tested in this study for reliability, objectivity, and validity. Other measures of effectiveness considered in this report are: Changed practices, personality differences between successful junior leaders and high-school students, enrollment, reenrollment, and completion. General information about local leaders is included. The majority of the data used were taken from reports of previous extension research. Additional information for analysis of the rating scale was obtained from county extension workers in four States. All information was obtained by personal interview.

- (9) Downey, Mylo S. The essentials of handbook for local 4-H Club leaders. Thesis for the degree of Master of Arts, Univ. of Md., 60 pp., illus. College Park. 1940. [Typewritten] (A summary of this study is included in Part III of this circular. Summaries of completed studies not duplicated for distribution.)

The handbooks of 27 States were analyzed, information was obtained by mail questionnaire from 104 local 4-H leaders in Maryland, and findings from published local-leader studies were incorporated. The study covers the occupation and education of the leaders, the types of clubs led, help available, assistance desired, and an analysis of the contents of the handbooks which is grouped under the following main headings: (1) Organizing the 4-H Club and building the club program; (2) supervising the 4-H Club; and (3) results, records, and reports.

- (10) Chiles, Sara. Summary of 4-H Club leadership study. Mo. Agr. Col. Ext., 4 pp. Columbia. 1928. [Processed]

Information was received from 613 4-H Club leaders by mail questionnaire on age, marital status, education, former 4-H membership, land tenure, years of leadership, mobility, occupation,

membership in organizations, number of projects led, reasons for becoming leader, method of selection, time devoted, difficulties, assistance received, benefits, and success in obtaining completions in relation to various factors.

- (11) Joy, Barnard [D.] , Coe, M. H., Erickson, T. A., Martin, T. T., Rountree, Grace, and Turner, R. A. Volunteer leaders are essential to the 4-H program. U. S. Dept. Agr. Ext. Serv. Cir. 347, 29 pp., illus. Washington, D. C. 1941. [Processed]

The data for the 1938 club year were obtained in meetings and by personal interview from 1,056 local leaders in 4 States. Included are age; occupation; education; marital status; economic status; membership and leadership in organizations; length of service; jobs performed and their relative difficulty; suggestions for decreasing difficulties; time devoted to the various activities; methods used in training leaders; satisfactions; the relative effectiveness of various combinations of adult and junior leadership; and the relation of time devoted, attendance at leader-training meetings, ability to solve problems, qualifications, and years of service to success.

- (12) Pflughoeft, Henry A. A study of junior leadership in 4-H Club work. Thesis for the degree of Master of Arts, American Univ., 101 pp., illus., bibliog. Washington, D. C. 1940. [Typewritten] (A summary of this study is included in Part III of this circular. Summaries of completed studies not duplicated for distribution.)

Included in this study are age, education, occupation, tenure of leadership, responsibilities, problems, satisfactions and organization affiliations of junior leaders, assistance given to 4-H work, contribution made to the program, leadership training provided and relative helpfulness of the different types, relationship of various factors to successful leadership, organization of clubs led, and psychological and educational characteristics of the adolescent. The data were obtained by group and personal interview from 366 junior leaders and from county extension agents, State club leaders, annual reports of extension workers, and published material.

- (13) Potter, Cha [rle] s E. The twelfth annual conference of Montana extension workers, January 8 - 12, 1927. Proceedings of the Four-H Club Section. Mont. State Col. Ext., 29 pp. Bozeman. 1927. [Processed] "The 4-H Club leaders' jobs and difficulties," pp. 5 - 13.

One hundred and seventy-two local 4-H leaders furnished information by mail questionnaire on the nature of jobs performed and their relative difficulty; method of selection; reasons for becoming leaders; values of 4-H work; leader training received; organization of clubs led; other youth organizations in community; and needs, problems, and characteristics of the leaders.

- (14) Potter, Cha [rle] s E. Why we lose 4-H Club leaders. Mont. State Col. Ext., 3 pp. Bozeman. 1932. [Typewritten]

Reasons why 315 local 4-H leaders in Montana discontinued their leadership work were obtained from both the leaders and the extension agents and are reported separately. The reasons are also given separately for men and women leaders.

Methods Used in Conducting 4-H Club Work

- (15) Cameron, R. E. 4-H demonstration study. Mont. State Col. Ext., 1 p. Bozeman. 1940. [Typewritten]

Information was obtained by mail questionnaire from 34 State club leaders giving the number of States with team and individual demonstrations and the number preferring each, determination of champions, types of awards, extension workers and local leaders training teams, and opinions regarding increased emphasis on demonstrations.

- (16) Murphy, Lillian A. The use of radio in 4-H Club work. U. S. Dept. Agr. Ext. Serv. Cir. 352, 13 pp., illus. Washington, D. C. 1941. [Processed]

Five hundred and fifty-six 4-H Club members and nonmembers in 7 States filled out questionnaires in group meetings which furnished data on the number listening to county, State, and national radio programs; type of speaker and presentation preferred; and the relative effectiveness of the bulletin style, informal talk, and interview types of program.

- (17) Palmer, W. H. The 4-H member's book. Ohio Agr. Col. Ext., 17 pp. Columbus. 1940. [Typewritten] (A summary of this study is included in Part III of this circular. Summaries of completed studies not duplicated for distribution.)

4-H member's record books from 17 States were checked against 15 criteria. Ohio record books for 3 separate projects receive individual comment.

Problems of 4-H Administration and Organization

- (18) Bassett, Wilmer. An over-all view of the extension system. [Excerpts from unfinished thesis, Organization for the conduct of 4-H Club work.] (Fla. Univ. Agr. Ext.), Ag. Ec., Fla. Agr. Expt. Sta. - 25, 11 pp., illus. Gainesville. 1940. [Processed] (A summary of this study is included in Part III of this circular. Summaries of completed studies not duplicated for distribution.)

The organization of the Extension Service for the Nation and for five individual States is shown in diagram. Tabular data are given on the relation of type of State organization to: Number of extension workers, amount of time devoted to 4-H work, 4-H enrollment and completions, and kinds of local clubs and place of meeting.

- (19) Thayer, Paul W. Some factors affecting the vitality of local 4-H Clubs. Thesis for the degree of Master of Arts, American Univ.,

72 pp., illus., bibliog. Washington, D. C. 1940. [Typewritten]
(A summary of this study is included in Part III of this circular.
Summaries of completed studies not duplicated for distribution.)

The influence of cycles in 4-H Clubs, size of club, meeting arrangements, and change of leadership on the vitality of 4-H Clubs is given. Case histories of three typical clubs are cited, findings on the subject from previous studies are reviewed, and data were obtained by mail questionnaire from 329 county extension agents in 46 States and from the annual reports of extension workers.

Problems of Older Youth

- (20) Ainsworth, H. F., Robertson, Lynn, Rusk, W. U., Baker, O. E., and Frame, Nat. T. Rural youth, Blackford County, Indiana. Ind. Agr. Expt. Sta., 95 pp., illus. Lafayette. 1940. [Processed]

This is a study of information obtained by personal interview from 302 rural youth 18 to 28 years of age and from other sources. Included are age; education; occupation; economic status; recreational activities; membership in organizations; problems; preference of occupation and residence; farming opportunities; ways by which young men have acquired or hope to acquire capital to start farming; home conveniences; occupation of fathers; and the relation of tenure and size of farm, membership in organizations, and home conveniences to various factors.

- (21) Christenson, Ruby. Older youth in rural Minnesota. Minn. Univ. Agr. Ext., Pamphlet No. 78, 21 pp. University Farm. St. Paul. 1941. [Processed]

This study of older youth includes age, sex distribution, education, membership in 4-H and other organizations, reasons for not joining 4-H and reasons for dropping out, leadership experiences, vocational choice, reasons for not being in chosen occupation, factors responsible for being in present work, financial situation, recreation and community activities, and back ground of parents. The data were obtained by personal interview from 408 young people and by mail questionnaire from 152, all 18 to 30 years of age and unmarried.

- (22) Hutchinson, Harmony, Baker, Allen L., Bingham, A. B. Keim, James E., and Lang, C. P. Preliminary material Eastern States Extension Conference, 4-H Club Section, New Brunswick N. J., February 24-26, 1931. U. S. Dept. Agr. Ext. Serv. Stencil No. 5831, 61 pp. Washington, D. C. 1931. [Processed]

"Environment of rural young people in Pennsylvania," pp. 6-11.

Information was obtained by personal interview from 125 young people 14 to 20 years of age on their general background, education, occupational preference, economic status, social environment, and health.

Analysis of Data from Extension Reports

- (23) Joy, Barnard [D], and Sabrosky, Laurel, Statistical analysis of 4-H Club work, with special reference to 1939 and the work of county club agents. U. S. Dept. Agr. Ext. Serv. Cir. 345, 12 pp., illus. Washington, D. C. 1940. [Processed]

Annual reports of extension workers and the census furnished the information for this report which includes 4-H enrollment per county extension agent, percentage of boys and girls reached by 4-H work, percentage of members who reenroll, and percentage of completions. Comparative figures for 1935 and 1939 are given in many instances and much of the data are given by States. Specific information is given on the work of county club agents.

- (24) Turner, R. A. Where are we going in the 4-H Club program? U. S. Dept. Agr. Ext. Serv. Stencil No. 1123-40, 13 pp. Washington, D. C. 1940. [Processed]

Figures from the 1914 to 1939 annual reports of extension workers in the 13 Central States are given on 4-H supervision, personnel, enrollments, completions, projects, and activities.

